

HOW DIGITAL COMMUNICATION CHANGES CLASSROOM

Leveraging Online Tools to Create Richer Experiences

Presented by:

Christina Battah
Paul Bianchi
Josh Block
Anita Faria
Darleen Nicolosi

Where Were We Before PLP?

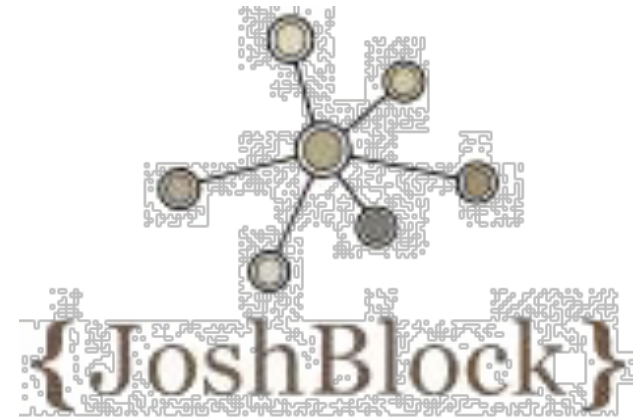
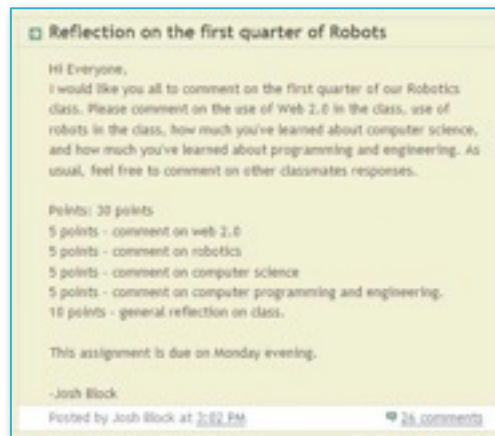
- Infrastructure
- Administrative recognition of a need to focus on learning technologies, faculty collaboration
- Support to incorporate technology in the classroom
- Informal teacher collaboration
- School community unclear about Web 2.0 learning opportunities
- Highly technologically able student body

Our Journey ...

- Formation and structure of our “Web 2.0 group”
- Group learning about effective Web 2.0 technologies
 - Focus on Ning, Blackboard and Elluminate
- Faculty and student technology survey
- Informing faculty, administration and school board about our work



Bloggging in Education



<http://www.joshblock.com>

Ning and the Classroom



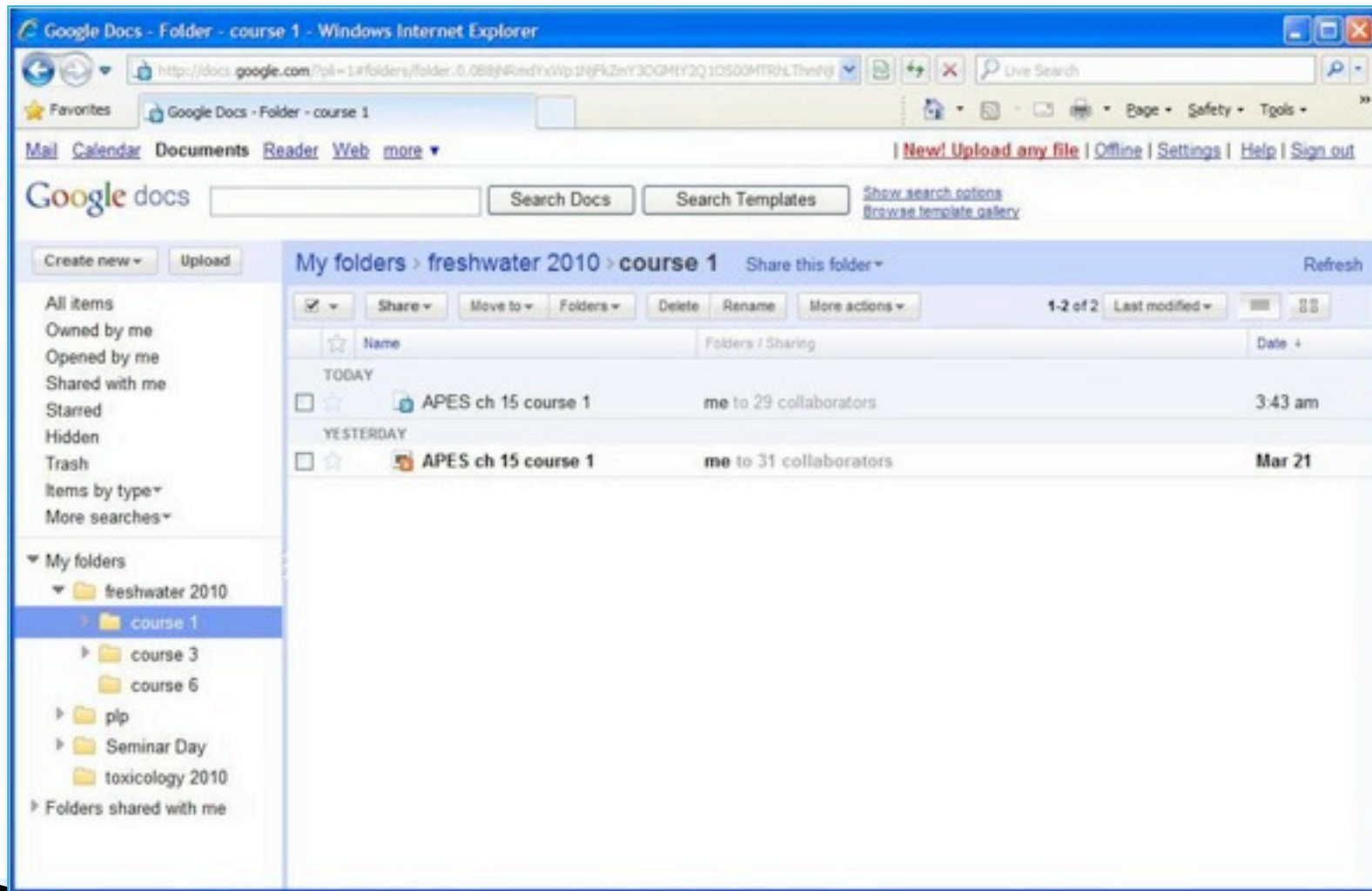
Classroom Action Research

Christina Battah

A.P. Environmental Science and Chemistry

- Emphasis on deepening the level of student discourse – both online and in the classroom
 - Create an online resource center
 - Create asynchronous discussion boards
 - Create a knowledge community

Google Docs



Classroom Action Research

Paul Bianchi

Physics

- Emphasis on how the classroom can change as a result of embedding online work outside of class
 - Notes and assignments available online
 - Moderated online discussion forum for homework
 - Class time spent less on lecture and homework review, more on topic development and project work

Blackboard

The screenshot shows the Blackboard LMS interface for a course titled "PHYSICS (PABIANCHI)". The top navigation bar includes the CHAPPAQUA CENTRAL SCHOOL DISTRICT logo, Home, Help, and Logout links, and tabs for Blackboard 7 and Courses. A left sidebar contains links for Announcements, Course Documents, Assignments, Communication, and External Links, as well as a Tools section with Communication, Course Tools, Course Map, Control Panel, Refresh, and Detail View. The main content area is titled "Assignments" and features a link to "Tires and Coefficients of Friction - due Friday 12/4". The assignment text includes a link to an article on insideline.com and a list of three tasks: explaining the calculation of coefficients, creating a data table, and evaluating the results. A "The Economist Essay: Progress" link is also visible at the bottom.

CHAPPAQUA
CENTRAL SCHOOL DISTRICT

Home Help Logout

Blackboard 7 Courses

PHYSICS (PABIANCHI) > ASSIGNMENTS [EDIT VIEW](#)

Assignments

Tires and Coefficients of Friction - due Friday 12/4

Read the article comparing summer, winter, and all-season tires at

<http://www.insideline.com/features/tire-test-all-season-vs-snow-vs-summer.html>

Each of the three tires was compared for accelerating and braking effectiveness in snow, rain and on dry road. Using the data for braking distances only (the acceleration data is incomplete), calculate the coefficient of static friction for each tire for each road surface (nine values in all.)

1. Your answer should start with a few sentences explaining how you will calculate the coefficients, showing the general mathematical solution.
2. Then create a table with all the data from the article that you need to solve the problem, as well as with the coefficients of friction you calculated for each case. Don't forget to convert the data to SI units. Google will do it for you - for example, type "120ft to m" or "2500lbs to kg" or "50mph to m/s", without the quotes.
3. Finally write a few sentences evaluating your results. What are the most dangerous combinations of tire and road surface that you would want to avoid? In this area, is it worth buying separate summer and winter tires and changing them with the seasons, or more sensible to just drive on all-season tires all year?

The Economist Essay: Progress

Next Steps

Our Work Next Year

Chappaqua's Teacher Action Research Program

- 2-year program – application process
- Teachers receive a stipend and training/support
- Our group will be a core group, a subset of the larger group of 17 teachers, 5 staff developers and 2 administrators
- Our work will be shared with the district and beyond



Next Steps

Our Work Next Year

- Blackboard upgrade and in-depth training
- Chris Dede – Administrative retreat
- Modeling through classroom laboratories
- Increase communication
- Support and training opportunities
- Continue collaboration with network

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